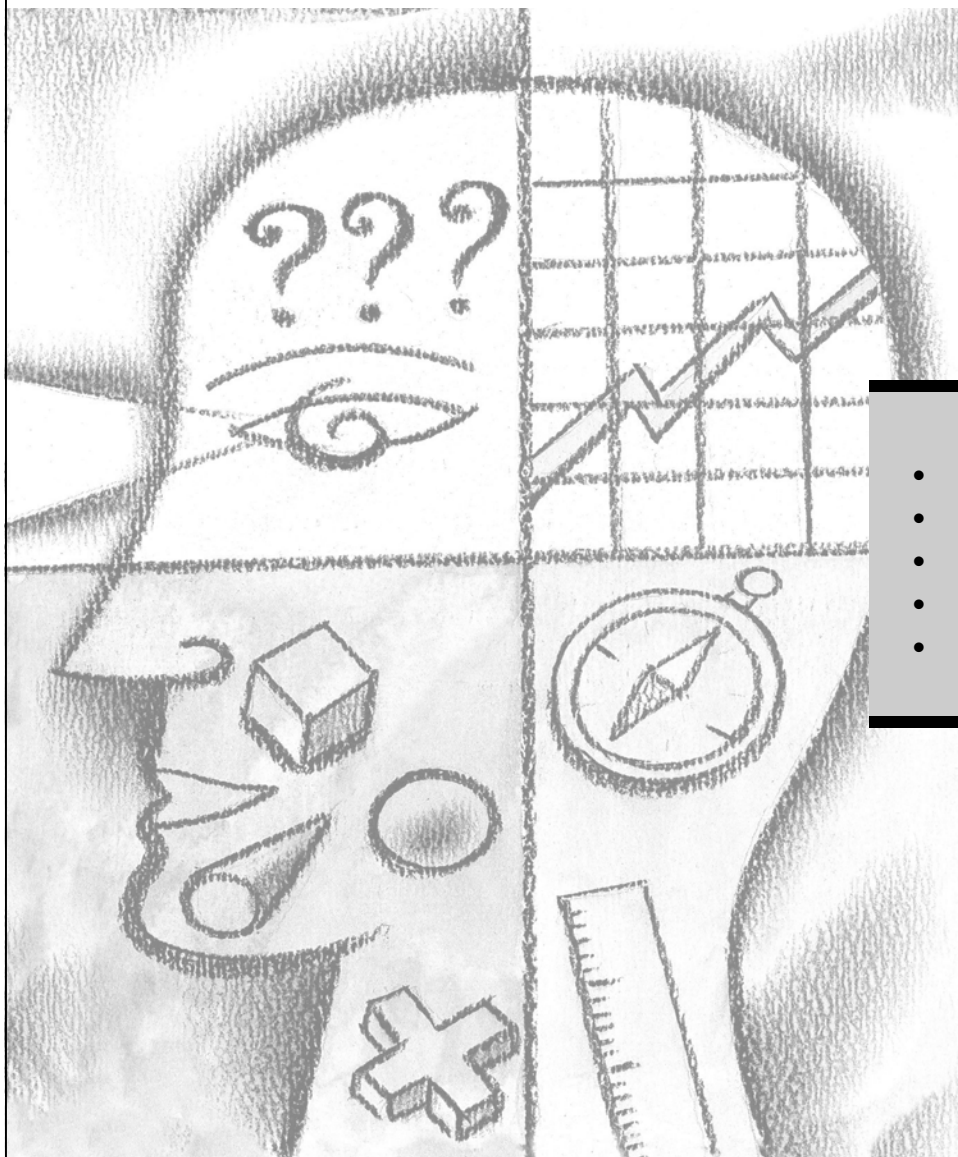


## QUESTION 3

### Do more Kentuckians have certificates and degrees?



- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

### Question 3: Do more Kentuckians have certificates and degrees?

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average of working adults with a bachelor's degree or higher. To do this, the postsecondary system must recruit and enroll more students, ensure that more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching these goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline, including two- to four-year transfer students. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and the Commonwealth.

#### Question 3 - State Key Indicators

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a credential or acquiring marketable skills. Three basic types of indicators help answer question 3: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs and the timeliness with which they do so.

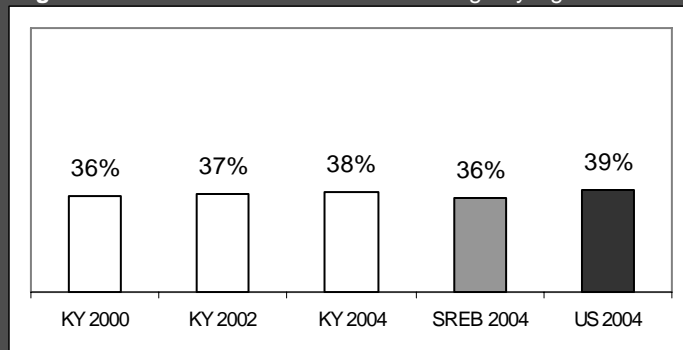
#### Ninth-Graders' Chance for College

This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school graduation rate and the college-going rate into one number. This indicator tracks the transition rate per 100 ninth-graders who enroll in any postsecondary education institution within a year after high school graduation. Please refer to Figure 3.1.

##### Highlights

- Kentucky's transition rate of ninth-graders to college

Figure 3.1 Ninth Graders Chance for College by Age 19



Source: Postsecondary Education Opportunity

enrollment within one year of high school graduation was 38 percent in 2004. This rate is just shy of the US average of 39 percent and better than the SREB average by two percentage points per 100 ninth-graders.

- A look at the extended pipeline to graduation reflects some challenges: the number of ninth-graders that actually graduate from college within six years is 15 out of 100, which is equal to the SREB average but 3 percentage points below the US average (Figure 3.2).

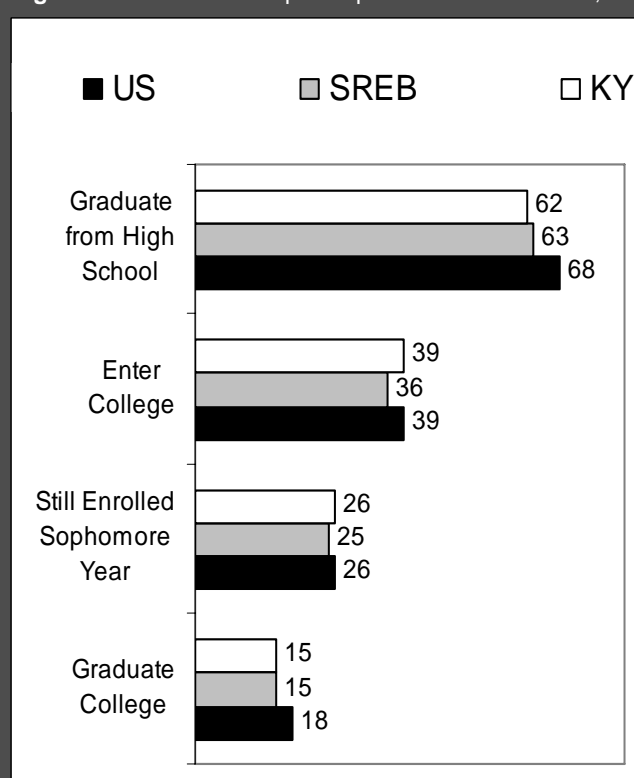
#### College-Going Rate of GED Graduates

Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator highlights an important channel of access to postsecondary education. Please refer to Figure 3.3.

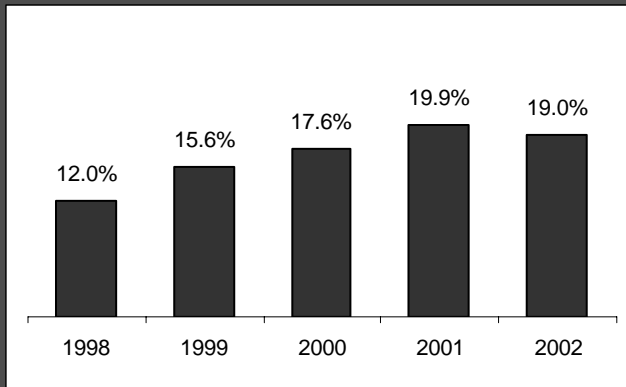
##### Highlights

- Nineteen percent of the fiscal year 2002 GED graduates enrolled in postsecondary education by fall 2004.
- Of those that enrolled, 81 percent enrolled in a public two-year institution, 14 percent enrolled in a public four-year institution, and 5 percent enrolled in an independent institution.

Figure 3.2 Educational Pipeline per 100 Ninth-Graders, 2002



Source: NCHEMS, higherinfo.org

**Figure 3.3** Percent of GED Graduates Enrolling in Postsecondary Education within Two Years

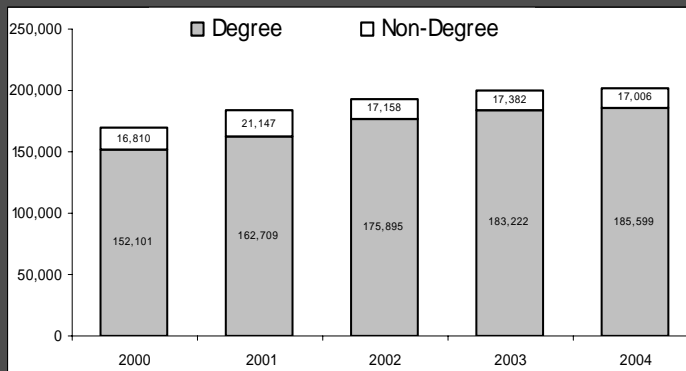
Source: KYAE, CPE Comprehensive Database

### Undergraduate Enrollment

The total headcount of undergraduate students in the fall semester provides an overview of the total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's Public Agenda (includes all students, public and independent, full-time and part-time, degree and nondegree).

#### Highlights

- Kentucky continued its systemwide annual increase in undergraduate enrollments in 2004. Systemwide undergraduate enrollment increased 1 percent in fall 2004 to 202,605, from 200,604 in fall 2003.
- Degree seeking students increased 1.3 percent while nondegree enrollment declined 2.2 percent.
- Kentucky's Hispanic enrollment increased the most, with an 11 percent increase from the previous year, while African American and Asian enrollment increased 2 percent and 1.9 percent, respectively. American Indian enrollment declined by 2.2 percent from 2003.

**Figure 3.4** Kentucky Undergraduate Enrollment

Source: CPE Comprehensive Database

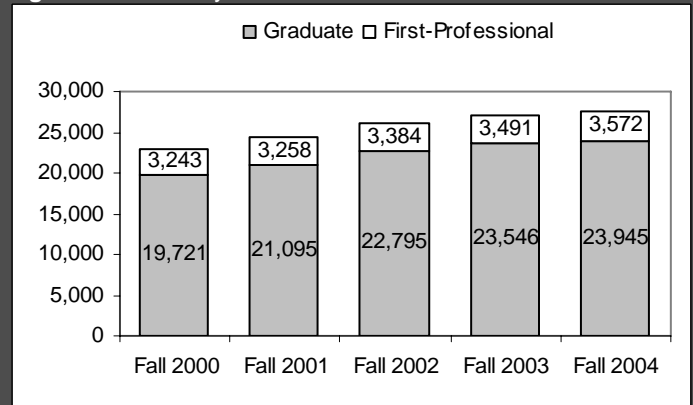
- Enrollment of female students increased 1.5 percent from fall 2003 while male students only increased by 0.2 percent.
- Undergraduate enrollment has increased 20 percent since fall 2000.
- Between 2000 and 2004, KCTCS led undergraduate enrollment growth with an increase of 62 percent. Undergraduate enrollment increased 10 percent at public four-year institutions and 8 percent at independent institutions during this period.

### Graduate Enrollment

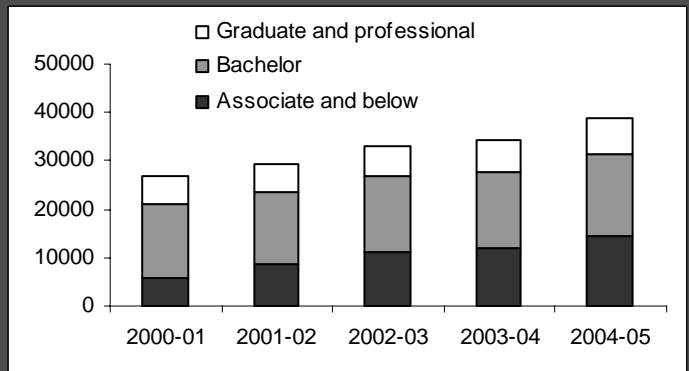
The number of graduate and first-professional students provides another snapshot of Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional and managerial workforce.

#### Highlights

- Kentucky's graduate and first-professional enrollment increased 1.8 percent from 27,037 in 2003 to 27,517

**Figure 3.5** Kentucky Graduate and First-Professional Enrollment

Source: CPE Comprehensive Database

**Figure 3.6** Number of Degrees and Other Credentials Awarded

Source: CPE Comprehensive Database

**Table 3.1** Number of Degrees and Other Credentials Awarded Statewide at Public and Independent Institutions

	2000-01	2001-02	2002-03	2003-04	2004-05	1 Year % Change	4 Year % Change
Certificate	1,977	3,843	4,055	5,915	7,912	34%	300%
Diploma	1,609	1,608	1,705	2,226	2,310	4%	44%
Associate	5,078	5,567	6,205	6,841	7,139	4%	41%
Bachelor's	14,882	15,839	15,771	16,902	17,456	3%	17%
Postbacc Certificate	12	45	39	40	27	-33%	125%
Master's & Specialist	4,888	5,035	5,473	6,202	6,570	6%	34%
Postmasters Certificate	0	0	0	10	18	80%	—
Doctoral	284	336	347	387	423	9%	49%
First-Professional	824	820	840	863	917	6%	11%
<b>Total</b>	<b>29,554</b>	<b>33,093</b>	<b>34,435</b>	<b>39,386</b>	<b>42,772</b>	<b>9%</b>	<b>45%</b>

Source: CPE Comprehensive Database

in 2004 (includes public and independent institutions).

- Kentucky's American Indian enrollment increased the most with an 18.5 percent increase, followed by 5 percent for Hispanics, 1 percent for whites, and 0.4 percent for African Americans. Graduate enrollment of Asian students declined by 8.1 percent from 2003.
- Kentucky's graduate enrollment of women and men rose 1.9 percent and 1.3 percent, respectively.
- Kentucky's graduate enrollment has increased 21 percent since 2000.

### Degrees and Other Credentials Awarded

The total annual number of certificates, diplomas, and degrees awarded at every level is perhaps the most important output measure of postsecondary education. The number of graduates has a direct effect on the educational attainment level of Kentucky's citizens and reflects the number of student success stories every year. Figure 3.6 highlights general degree trends, and Table 3.1 details the numbers of degrees and credentials produced by type and year.

#### Highlights

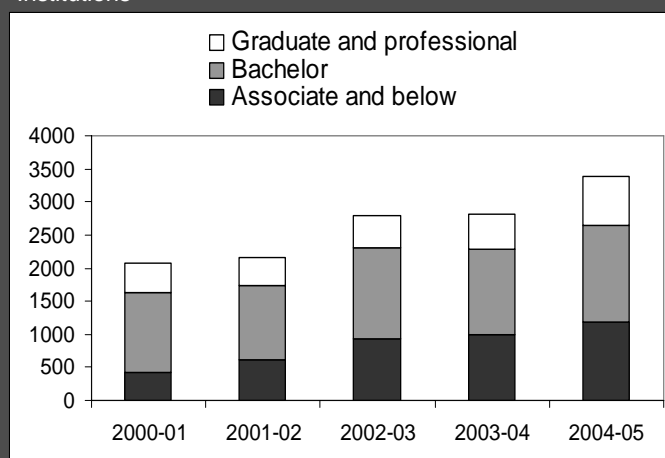
- Systemwide degrees and other credentials awarded increased 9 percent, from 39,386 in 2003-04 to 42,772 in 2004-05.
- This growth was driven by a 34 percent increase in certificates, a 9 percent increase in doctoral degrees, a 6 percent increase in master's degrees and first-professional degrees, a 4 percent increase in associate degrees and diplomas, and a 3 percent increase in bachelor's degrees.
- Over the past four years, certificates increased by over 300 percent, doctoral degrees by 49 percent, associate degrees by 41 percent, master's degrees by 34 percent, and bachelor's degrees by 17 percent.

### Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

Closing the achievement gaps between racial-ethnic groups is a crucial issue for Kentucky postsecondary education. The number of degrees conferred was selected as the indicator that best captures the full impact of achievement gaps at all levels along the educational pipeline. Please refer to Table 3.2 for breakouts by year and type of degrees and credentials.

#### Highlights

- In 2004-05, 3,640 minority degrees and credentials were granted systemwide, a 7 percent increase from the previous year (includes public and independent institutions)
- Approximately 41 percent were bachelor's degrees,

**Figure 3.7** Number of Degrees and Other Credentials Awarded to Minority Students at Public and Independent Institutions

Source: CPE Comprehensive Database

**Table 3.2** Number of Degrees and Other Credentials Awarded to Racial-Ethnic Minority Students

	2000-01	2001-02	2002-03	2003-04	2004-05	1 Year % Change	4 Year % Change
Certificate	191	420	367	499	621	24%	225%
Diploma	84	96	124	149	197	32%	135%
Associate	341	418	501	536	515	-4%	51%
Bachelor's	1,125	1,369	1,291	1,451	1,507	4%	34%
Postbacc Certificate	1	4	9	8	1	-88%	0%
Master's & Specialist	326	388	436	606	663	9%	103%
Postmasters Certificate	0	0	0	0	1	—	—
Doctoral	17	26	23	62	49	-21%	188%
First-Professional	79	73	75	78	86	10%	9%
Total	2,164	2,794	2,826	3,389	3,640	7%	68%

Source: CPE Comprehensive Database

22 percent were certificates and diplomas, 18 percent were master's degrees, 14 percent were associate degrees, and 4 percent were doctoral or first-professional degrees.

- Forty-nine doctoral degrees and 86 first-professional degrees were awarded to minority students in 2004-05. Combined, these equate to 10 percent of the total doctoral and first-professional degrees awarded statewide.
- The number of minority degrees and credentials increased 68 percent since 2001, versus a 45 percent increase in systemwide degrees and credentials over the same period.

- KCTCS undergraduate enrollment represented 47 percent of the total in 2004, up from 41 percent in 2000.
- The distribution of undergraduate enrollment at four-year public institutions as a percent of the total either stayed the same or declined slightly over the past four years.
- Undergraduate enrollment at Kentucky's independent colleges and universities increased 0.6 percent to 27,121 in 2004.

### Graduate Enrollment

The total headcount enrollment of graduate and first-professional students at the institutional level is a measure of the institution's contribution to advanced postsecondary education in Kentucky. Enrollment also is an essential component of degree production. Please refer to Table 3.4A-B for complete data.

### Highlights

- Kentucky's public four-year institution graduate and first-professional enrollment increased 0.5 percent to 23,659 in fall 2004.
- Kentucky's American Indian enrollment increased the most with an 18.5 percent increase, followed by 5 percent for Hispanics, 1 percent for whites, and 0.4 percent for African Americans. Graduate enrollment of Asian students declined by 8.1 percent from 2003.
- Kentucky's graduate enrollment of women and men rose 1.9 percent and 1.3 percent, respectively.
- Kentucky's graduate enrollment has increased 21 percent in the last four years and first-professional enrollment has increased by 10 percent.
- Graduate enrollment at Kentucky's independent colleges and universities increased by 11 percent to 3,593 in 2004.

## Question 3 - Institutional Key Indicators

### Undergraduate Enrollment

At the institutional level, total undergraduate headcount enrollment is a measure of an institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production. Please refer to Tables 3.3 and 3.4B for institutional level data.

### Highlights

- Four institutions, EKU, KSU, UK, and KCTCS, reported increases in undergraduate enrollment of 2 percent from 2003 to 2004.
- Morehead, NKU, and Murray reported slight declines in undergraduate enrollment this past year.
- Over the last four years, KCTCS generated the largest growth in undergraduate enrollment with a 38 percent increase, followed by WKU with 19 percent, Morehead with 15 percent, Murray with 12 percent, and NKU with 11 percent.

**Table 3.3** Undergraduate Enrollment at Public Institutions

<b>Institution</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>1 Yr % Change</b>	<b>4 Yr % Change</b>
EKU	12,909	13,023	13,053	13,567	13,837	2%	7%
KSU	2,129	2,165	2,107	2,138	2,183	2%	3%
MoSU	6,755	7,268	7,712	7,929	7,762	-2%	15%
MuSU	7,492	7,776	8,088	8,385	8,371	-0.2%	12%
NKU	10,859	11,288	12,164	12,223	12,070	-1%	11%
WKU	13,272	14,135	15,234	15,798	15,846	0.3%	19%
UK	16,899	17,284	17,878	18,190	18,492	2%	9%
UofL	14,477	14,131	14,475	14,724	14,933	1%	3%
KCTCS	59,415	70,913	76,082	80,695	81,990	2%	38%
<b>Total</b>	<b>144,207</b>	<b>157,983</b>	<b>166,793</b>	<b>173,649</b>	<b>175,484</b>	<b>1%</b>	<b>22%</b>

Source: CPE Comprehensive Database

**Table 3.4A** Graduate and First-Professional Enrollment at Public Four-Year Institutions

<b>Institution</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>1 Yr % Change</b>	<b>4 Yr % Change</b>
EKU	1,748	1,890	2,195	2,384	2,346	-2%	34%
KSU	125	149	146	168	152	-10%	22%
MoSU	1,572	1,759	1,678	1,580	1,531	-3%	-3%
MuSU	1,649	1,872	1,832	1,715	1,757	2%	7%
NKU	1,242	1,260	1,579	1,722	1,851	7%	49%
Graduate	871	884	1107	1,196	1,272	6%	46%
First-Professional	371	376	472	526	579	10%	56%
WKU	2,244	2,444	2,584	2,593	2,667	3%	19%
UK	6,217	6,764	7,155	7,289	7,252	-1%	17%
Graduate	4,837	5,399	5,767	5,881	5,825	-1%	20%
First-Professional	1,380	1,365	1,388	1,408	1,427	1%	3%
UofL	5,627	5,573	5,958	6,101	6,103	0%	8%
Graduate	4,374	4,302	4,677	4,795	4,802	0.1%	10%
First-Professional	1,253	1,271	1,281	1,306	1,301	-0.4%	4%
<b>Total</b>	<b>20,424</b>	<b>21,711</b>	<b>23,127</b>	<b>23,552</b>	<b>23,659</b>	<b>0.5%</b>	<b>16%</b>

Source: CPE Comprehensive Database

**Table 3.4B Undergraduate and Graduate Enrollment at Independent Institutions**

Undergraduate	2003 Actual	2004 Actual	1 YR Change— N	1 YR Change— %
Alice Lloyd College	617	593	-24	-3.9%
Asbury College	1,194	1,224	30	2.5%
Bellarmino University	2,562	2,318	-244	-9.5%
Berea College	1,559	1,556	-3	-0.2%
Brescia University	684	669	-15	-2.2%
Campbellsville University	1,723	1,819	96	5.6%
Centre College	1,062	1,069	7	0.7%
Cumberland College	1,601	1,603	2	0.1%
Georgetown College	1,320	1,335	15	1.1%
Kentucky Christian College	545	585	40	7.3%
Kentucky Wesleyan College	596	663	67	11.2%
Lindsey Wilson College	1,534	1,565	31	2.0%
Mid-Continent University	685	815	130	19.0%
Midway College	1,154	1,271	117	10.1%
Pikeville College	762	801	39	5.1%
Spalding University	949	970	21	2.2%
St. Catharine College	671	681	10	1.5%
Sullivan University	4,580	4,565	-15	-0.3%
Thomas More College	1,389	1,334	-55	-4.0%
Transylvania University	1,131	1,114	-17	-1.5%
Union College	637	571	-66	-10.4%
<b>Total Undergraduate</b>	<b>26,955</b>	<b>27,121</b>	<b>166</b>	<b>0.6%</b>
<b>Graduate</b>				
Asbury College	73	60	-13	-17.8%
Bellarmino University	573	561	-12	-2.1%
Brescia University	29	40	11	37.9%
Campbellsville University	301	417	116	38.5%
Cumberland College	123	141	18	14.6%
Georgetown College	387	499	112	28.9%
Kentucky Christian College	15	15	0	0.0%
Lindsey Wilson College	143	281	138	96.5%
Spalding University	693	714	21	3.0%
Sullivan University	328	263	-65	-19.8%
Thomas More College	137	126	-11	-8.0%
Union College	432	476	44	10.2%
<b>Total Graduate</b>	<b>3,234</b>	<b>3,593</b>	<b>359</b>	<b>11.1%</b>
<b>First Professional</b>				
Pikeville College	251	265	14	5.6%
<b>Total First Professional</b>	<b>251</b>	<b>265</b>	<b>14</b>	<b>5.6%</b>
<b>Total Enrollment</b>				
Alice Lloyd College	617	593	-24	-3.9%
Asbury College	1,267	1,284	17	1.3%
Bellarmino University	3,135	2,879	-256	-8.2%
Berea College	1,559	1,556	-3	-0.2%
Brescia University	713	709	-4	-0.6%
Campbellsville University	2,024	2,236	212	10.5%
Centre College	1,062	1,069	7	0.7%
Cumberland College	1,724	1,744	20	1.2%
Georgetown College	1,707	1,834	127	7.4%
Kentucky Christian College	560	600	40	7.1%
Kentucky Wesleyan College	596	663	67	11.2%
Lindsey Wilson College	1,677	1,846	169	10.1%
Mid-Continent University	685	815	130	19.0%
Midway College	1,154	1,271	117	10.1%
Pikeville College	1,013	1,066	53	5.2%
Spalding University	1,642	1,684	42	2.6%
St. Catharine College	671	681	10	1.5%
Sullivan University	4,908	4,828	-80	-1.6%
Thomas More College	1,526	1,460	-66	-4.3%
Transylvania University	1,131	1,114	-17	-1.5%
Union College	1,069	1,047	-22	-2.1%
<b>Total Enrollment</b>	<b>30,440</b>	<b>30,979</b>	<b>539</b>	<b>1.8%</b>

Source: CPE Comprehensive Database

### **Students Transferring to Kentucky's Four-Year Institutions From KCTCS**

The transfer of undergraduate students from KCTCS to four-year institutions will be an important area of growth if Kentucky is to raise its level of educational attainment.

This indicator was revised from counting only fall semester transfers to include transfers from both fall and spring semesters due to a growing number of transfers that now occur during the spring semester.

#### **Highlights**

- Undergraduate students transferring to Kentucky's four-year institutions from KCTCS increased system-wide to 4,349 in 2005, an increase of 8 percent over 2004.
- KSU reported the largest one-year percentage increase in transfers at 34 percent, followed by a 27 percent increase at Morehead and a 26 percent increase at NKU.
- KSU also reported the largest four-year percentage increase at 225 percent, followed by WKU with 87 percent, and UofL with 40 percent.
- UK remained the recipient of the largest number of transfers throughout this period, capturing 19 percent of the total or 815 transfer students in 2005, followed by EKU with 16 percent of the total, or 701 students, and UofL with 14 percent of the total, or 594 students.
- In 2005, Kentucky's independent colleges and universities accounted for 17 percent of the transfers from KCTCS.

### **Graduation Rate**

This indicator measures the percent of first-time, full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness. Please refer to Table 3.6.

#### **Highlights**

- NKU reported the largest one-year change in graduation rate, increasing by over 7 percentage points. Murray and WKU also reported increases of 1 percentage point from the previous year.
- Five out of the eight public institutions experienced decreases in their six-year graduation rate in 2004.
- Murray increased its graduation rate the most over the past four years, followed by NKU, UK, and EKU.
- Murray, UK, and WKU were the only institutions to meet six-year graduation rate goals previously set for 2004.
- UK met the average national graduation rate of 60 percent for public research universities in 2003-04, while UofL remained substantially below.
- Three comprehensive universities met or exceeded the six-year graduation rate average of 40 percent for public master's degree universities in 2003-04.

### **Persistence Rate**

This indicator is a composite statistic that looks at the percent of incoming KCTCS students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and

**Table 3.5** Students Transferring to Kentucky Four-Year Institutions from KCTCS

<b>Institution</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>1 Yr % Change</b>	<b>4 Yr % Change</b>
EKU	611	567	573	662	701	6%	15%
KSU	12	31	25	29	39	34%	225%
MoSU	355	362	389	312	396	27%	12%
MuSU	431	426	444	419	512	22%	19%
NKU	75	76	76	61	77	26%	3%
WKU	254	378	431	424	474	12%	87%
UK	893	928	957	896	815	-9%	-9%
UofL	424	480	512	551	594	8%	40%
Independents	470	367	466	674	741	10%	58%
<b>Total</b>	<b>3,525</b>	<b>3,615</b>	<b>3,873</b>	<b>4,028</b>	<b>4,349</b>	<b>8%</b>	<b>23%</b>

Source: CPE Comprehensive Database



**Table 3.6** Six-Year Graduation Rate by Institution

Institution	1999-2000	2000-01	2001-02	2002-03	2003-04	1 Yr % Change	4 Yr % Change
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	-3.6%	2.5%
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	-9.5%	-1.6%
MoSU	39.4%	45.4%	43.8%	44.2%	37.9%	-6.3%	-1.5%
MuSU	46.3%	55.0%	55.4%	56.3%	57.3%	1.0%	11.0%
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	7.2%	5.1%
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	1.1%	2.8%
UK	55.5%	57.2%	57.8%	61.1%	59.6%	-1.5%	4.1%
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	-1.8%	2.4%

Source: CPE Comprehensive Database

**Table 3.7** KCTCS Three-Year Persistence Rate

	2000-01	2001-02	2002-03	2003-04
New credential-seeking enrollment three years previous	9,392	9,173	12,309	13,545
Transferred out	13.5%	12.8%	9.5%	8.8%
Completions	8.7%	9.5%	14.1%	18.4%
Still enrolled	19.2%	19.9%	16.9%	16.0%
Persistence rate	41.4%	42.2%	40.5%	43.3%

Note: 2001 and 2002 do not include technical colleges.

Source: CPE Comprehensive Database

intermittent students who enroll at the two-year level and replaces the reporting of retention and transfer rates for KCTCS.

### Highlights

- The KCTCS three-year persistence rate increased by 2.8 percentage points during the past year, moving from 40.5 percent to 43.3 percent. This was driven by a 4.3 percentage point increase in completions in 2003-04.
- The KCTCS persistence rate has remained relatively stable since 2000-01.
- New credential-seeking enrollment grew by 10 percent, from 12,309 in 2002-03 to 13,545 in 2003-04.

### Degrees and Other Credentials Awarded by Four-Year Institutions

The number of degrees and other credentials awarded every year is an important measure of a school's output

and a direct link to the overall goal of increasing educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS institutions. The results are highlighted in Table 3.8A for public institutions and Table 3.8B for independent institutions.

### Highlights

- In 2004-05, UofL reported the largest one-year percentage change in bachelor's degrees, increasing 14 percent, followed by increases of 8 percent at NKU and 7 percent at KSU.
- NKU and WKU experienced the largest growth in bachelor's degrees over the last four years, increasing 29 percent and 28 percent, respectively, since 2000-01.
- KSU increased its master's and specialist degrees by 24 percent from the previous year, while NKU and UK reported increases of 8 percent and 7 percent, respectively.

Table 3.8A Degrees and Other Credentials Awarded by Public Four-year Institutions

		2000-01	2001-02	2002-03	2003-04	2004-05	1 Yr % Change	4 Yr % Change
Bachelor's	EKU	1,639	1,572	1,664	1,678	1,787	6%	9%
	KSU	207	219	210	214	229	7%	11%
	MoSU	927	907	887	991	1,038	5%	12%
	MuSU	1,225	1,284	1,290	1,440	1,373	-5%	12%
	NKU	1,186	1,259	1,374	1,421	1,529	8%	29%
	WKU	1,695	1,903	1,878	2,116	2,166	2%	28%
	UK	3,239	3,488	3,338	3,373	3,285	-3%	1%
	UofL	1,819	1,851	1,825	1,890	2,148	14%	18%
	Total	11,937	12,483	12,466	13,123	13,555	3%	14%
Post-Bacc/ Post-Master's Certs.	EKU	0	11	*	7	*		
	NKU	0	0	0	15	17	13%	
	UofL	12	32	31	28	20	-29%	67%
	Total	12	43	31	50	37	-26%	208%
Master's/ Specialist	EKU	390	373	462	623	657	5%	68%
	KSU	29	40	41	42	52	24%	79%
	MoSU	319	322	398	359	373	4%	17%
	MuSU	502	550	583	573	570	-1%	14%
	NKU	196	210	292	352	380	8%	94%
	WKU	514	517	658	774	797	3%	55%
	UK	1,055	924	1,061	1,269	1,358	7%	29%
	UofL	1,357	1,313	1,206	1,322	1,373	4%	1%
	Total	4,362	4,249	4,701	5,314	5,560	5%	27%
First- Professional	NKU	81	93	101	102	137	34%	69%
	UK	375	343	363	372	394	6%	5%
	UofL	315	321	323	330	333	1%	6%
	Total	771	757	787	804	864	7%	12%
Doctoral	UK	219	216	208	233	276	18%	26%
	UofL	65	90	89	106	112	6%	72%
	Total	284	306	297	339	388	14%	37%
Total Awards	EKU	2,029	1,945	2,126	2,308	2,444	6%	20%
	KSU	236	259	251	256	281	10%	19%
	MoSU	1,246	1,229	1,285	1,350	1,411	5%	13%
	MuSU	1,727	1,834	1,873	2,013	1,942	-4%	12%
	NKU	1,463	1,562	1,767	1,890	2,063	9%	41%
	WKU	2,209	2,420	2,536	2,890	2,963	3%	34%
	UK	4,888	4,971	4,970	5,247	5,313	1%	9%
	UofL	3,568	3,607	3,474	3,676	3,986	8%	12%
Total Awards		17,366	17,827	18,282	19,630	20,403	4%	17%

\*Less than 6, exact number not reported to protect student privacy  
Source: CPE Comprehensive Database

Table 3.8B Degrees and Other Credentials Awarded by Independent Institutions

		2003-04	2004-05	1 Year N	1 Year % change
Certificate	Brescia University	6	3	-3	-0.5
	Campbellsville University		2	2	
	Spalding University	18	18		
	Sullivan University	125	143	18	14.40%
	<b>Total Certificate</b>	<b>131</b>	<b>166</b>	<b>35</b>	<b>26.70%</b>
Associate	Brescia University	19	10	-9	-47.40%
	Campbellsville University	37	25	-12	-32.40%
	Lindsey Wilson College	66	49	-17	-25.80%
	Mid-Continent University	59	59		
	Midway College	64	61	-3	-4.70%
	Pikeville College	23	24	1	4.30%
	Spalding University	5	9	4	80.00%
	St. Catharine College	108	83	-25	-23.10%
	Sullivan University	379	395	16	4.20%
	Thomas More College	56	57	1	1.80%
	Union College		1	1	
	<b>Total Associate</b>	<b>757</b>	<b>773</b>	<b>16</b>	<b>2.10%</b>
Baccalaureate	Alice Lloyd College	99	107	8	8.10%
	Asbury College	254	271	17	6.70%
	Bellarmino University	351	419	68	19.40%
	Berea College	337	314	-23	-6.80%
	Brescia University	107	118	11	10.30%
	Campbellsville University	196	219	23	11.70%
	Centre College	258	230	-28	-10.90%
	Cumberland College	202	246	44	21.80%
	Georgetown College	233	250	17	7.30%
	Kentucky Christian College	91	105	14	15.40%
	Kentucky Wesleyan College	114	92	-22	-19.30%
	Lindsey Wilson College	231	233	2	0.90%
	Mid-Continent University	133	128	-5	-3.80%
	Midway College	200	218	18	9.00%
	Pikeville College	140	130	-10	-7.10%
	Spalding University	221	225	4	1.80%
	Sullivan University	315	354	39	12.40%
	Thomas More College	225	222	-3	-1.30%
	Transylvania University	253	229	-24	-9.50%
	Union College	132	146	14	10.60%
	<b>Total Baccalaureate</b>	<b>4,092</b>	<b>4,256</b>	<b>164</b>	<b>4.00%</b>
Master/Specialist	Asbury College	8	18	10	125.00%
	Bellarmino University	227	227	0	0.00%
	Brescia University	9	13	4	44.40%
	Campbellsville University	47	103	56	119.10%
	Cumberland College	45	35	-10	-22.20%
	Georgetown College	106	138	32	30.20%
	Kentucky Christian College	4	7	3	75.00%
	Lindsey Wilson College	23	96	73	317.40%
	Spalding University	220	144	-76	-34.50%
	Sullivan University	96	93	-3	-3.10%
	Thomas More College	78	78	0	0.00%
	Union College	122	151	29	23.80%
	<b>Total Master's/Specialist</b>	<b>985</b>	<b>1,103</b>	<b>118</b>	<b>12.00%</b>
Doctoral	Spalding University	36	35	-1	-2.80%
	<b>Total Doctoral</b>	<b>36</b>	<b>35</b>	<b>-1</b>	<b>-2.80%</b>
First-Professional - Medicine	Pikeville College	59	53	-6	-10.20%
	<b>Total First-Professional - Medicine</b>	<b>59</b>	<b>53</b>	<b>-6</b>	<b>-10.20%</b>
Total Degrees/Certificates	Alice Lloyd College	99	107	8	8.10%
	Asbury College	262	289	27	10.30%
	Bellarmino University	578	646	68	11.80%
	Berea College	337	314	-23	-6.80%
	Brescia University	141	144	3	2.10%
	Campbellsville University	280	349	69	24.60%
	Centre College	258	230	-28	-10.90%
	Cumberland College	247	281	34	13.80%
	Georgetown College	339	388	49	14.50%
	Kentucky Christian College	95	112	17	17.90%
	Kentucky Wesleyan College	114	92	-22	-19.30%
	Lindsey Wilson College	320	378	58	18.10%
	Mid-Continent University	133	187	54	40.60%
	Midway College	264	279	15	5.70%
	Pikeville College	222	207	-15	-6.80%
	Spalding University	482	431	-51	-10.60%
	St. Catharine College	108	83	-25	-23.10%
	Sullivan University	915	985	70	7.70%
	Thomas More College	359	357	-2	-0.60%
	Transylvania University	253	229	-24	-9.50%
	Union College	254	298	44	17.30%
	<b>Total Degrees/Certificates</b>	<b>6,060</b>	<b>6,386</b>	<b>326</b>	<b>5.40%</b>

Source: CPE Comprehensive Database

- NKU has increased its master's and specialist degrees by 94 percent since 2000-01, while KSU and EKU also have reported significant gains, at 79 percent and 68 percent, respectively.
- NKU reported a 34 percent increase in first-professional degrees, and UK experienced a 6 percent gain. NKU has increased its first-professional degrees by 69 percent over the last four years.
- UK granted 18 percent more doctoral degrees in 2004-05 than the previous year, while UofL experienced an increase of 6 percent. UofL has increased its doctoral degrees by 72 percent since 2000-01.
- In terms of total awards, KSU reported the largest increase of 10 percent from the previous year, followed by increases of 9 percent at NKU and 8 percent at UofL. NKU has increased its total awards by 41 percent since 2000-01, followed by 34 percent at WKU.

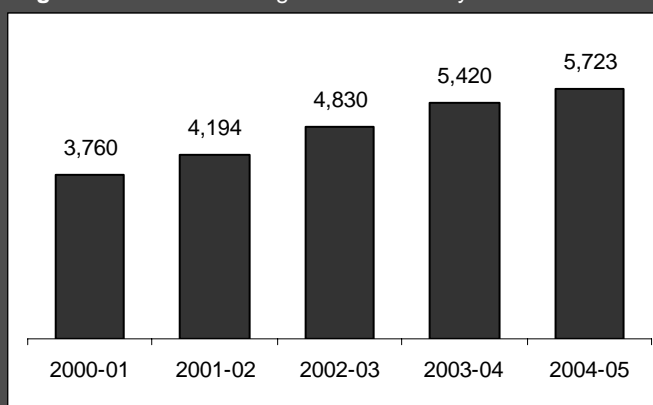
### Associate Degrees Awarded By KCTCS

This indicator reports the total annual number of associate degrees awarded by KCTCS institutions, which is an important statewide factor in raising educational attainment levels.

#### Highlights

- Associate degrees awarded by KCTCS increased 6 percent in 2004-05 to 5,723, from 5,420 in 2003-04 (Figure 3.8).
- Over the past four years, KCTCS associate degree production has increased by 52 percent.
- Over 2,500 associate degrees were awarded in liberal arts and sciences, with nursing a distant second at 777 degrees awarded.

Figure 3.8 Associate Degrees Awarded by KCTCS



Source: CPE Comprehensive Database

### Certificates and Diplomas Awarded By KCTCS

This indicator tracks the certificates and diplomas awarded by KCTCS each year. These credentials are included in the key indicators for the first time to better reflect the full range of credentialing programs at KCTCS, including the offerings that are most responsive to the changing needs of the workplace.

Table 3.9 Certificates and Diplomas Awarded by KCTCS

	2000-01	2001-02	2002-03	2003-04	2004-05	1 Yr % Change	4 Yr % Change
Diplomas	1,609	1,608	1,705	2,226	2,310	4%	44%
Certificates	1,839	3,708	3,929	5,753	7,708	34%	319%
Total	3,448	5,316	5,634	7,979	10,018	26%	191%

Source: CPE Comprehensive Database

#### Highlights

- The total certificates and diplomas awarded by KCTCS increased to 10,018 in 2004-05, a 26 percent increase from 7,979 in 2003-04 (Table 3.9).
- Certificates awarded showed the greatest change, increasing 34 percent from the previous year.
- Over the past four years, certificates and diplomas have increased by 191 percent.
- Within the KCTCS system, the largest certificate program is nursing, which graduated 1,024 certificate holders in 2004-05. Nursing was also the largest diploma program with 565 graduates. Next highest were auto mechanics, carpentry, and executive assistant programs.

### Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

This indicator measures the total number of credentials awarded to racial-ethnic minorities above the associate degree level at four-year institutions and indicates institutions' progress toward closing the achievement gap among its students. This indicator also measures how KCTCS is progressing toward closing the achievement gap among their students. It looks at the total annual number of degrees and credentials awarded to racial-ethnic minority students by KCTCS.

### Minority Degrees Awarded at Public Four-Year Institutions

#### Highlights

- UofL granted the largest number of minority degrees and credentials above an associate degree, awarding 698 in 2004-05. UK and WKU reported 401 and 230, respectively.
- EKU reported the largest increase in minority degrees and credentials above the associate level with a 28 percent gain from the previous year. MoSU and NKU also reported strong increases of 23 percent and 21 percent, respectively.
- UK reported the largest increase in minority bachelor's degrees in 2004-05, growing by 16 percent to 257 degrees. EKU and MoSU also reported significant increases of 15 percent and 14 percent, respectively.
- KSU and UofL granted the largest percentage of the overall bachelor's degrees to minorities, at 71 percent and 16 percent, respectively.
- All Kentucky four-year public institutions, except for KSU, grant bachelor's degrees at a slightly lower proportion than that of their undergraduate enrollment.

### Minority Degrees Awarded at KCTCS

#### Highlights

- Overall, KCTCS reported a 16 percent increase in associate degrees and credentials awarded to minority students from the previous year (Table 3.11).
- The largest number of minority degrees were awarded to African Americans.

- The 424 minority associate degrees awarded in 2004-05 equals 7 percent of the total associate degrees awarded by KCTCS. Out of the 78,391 undergraduate students who reported their race, approximately 9 percent were minority students.
- A significant number of both associate degrees awarded (1,357) and total undergraduate enrollment (11,231) have missing race information and are not included in the above percentages.

**Table 3.11** Degrees and Credentials Awarded by KCTCS to Racial-Ethnic Minorities, 2004-05

	Diploma	Cert.	Assoc.	2004-05 Total	2003-04 Total	% Change
African American	166	492	319	977	825	18%
Asian or Pacific Islander	13	44	36	93	77	21%
American Indian or Alaskan Native	7	17	20	44	41	7%
Hispanic	11	51	49	111	117	-5%
KCTCS Total, All Minorities	197	604	424	1,225	1,060	16%

*Note: The race of 1,357 KCTCS degree and credential recipients in 2004-05 was not reported.*

*Source: CPE Comprehensive Database*

**Table 3.10** Degrees and Credentials Awarded to Racial-Ethnic Minorities at Public Four-Year Institutions

	Bachelor's	Master's/ Specialist	Post-BA & Post-MA Certs.	First- Professional	Doctoral	2004-05 Total	2003-04 Total	1 Yr Change	% Change
EKU	97	25	0	0	0	122	95		28%
KSU	162	36	0	0	0	198	174		14%
MoSU	40	13	0	0	0	53	43		23%
MuSU	74	62	0	0	0	136	162		-16%
NKU	78	30	*	10	0	120	99		21%
WKU	180	50	0	0	0	230	206		12%
UK	257	89	0	36	19	401	371		8%
UofL	341	296	0	36	25	698	696		0%
Total	1,229	601	*	82	44	1,958	1,846		6%

*\* Less than 6, exact number not reported to protect student privacy*

*Source: CPE Comprehensive Database*

### Question 3 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward on Question 3 during 2005-06.

#### **To increase minority enrollment and degrees, the Council will:**

- Develop a new Statewide Equal Opportunities Plan with the Council's Committee on Equal Opportunities and conduct a diversity study to serve as the basis for plan development.  
*Progress measured by conducting the study and developing a new plan within one year of the completion of the diversity study.*

#### **To increase enrollment and transfer rates, the Council will:**

- Work with the Statewide Transfer Committee to develop a process to monitor the implementation of the general education transfer framework to ensure its effectiveness as a tool for promoting and facilitating college student transfer in Kentucky.  
*Progress measured by annual review of the implementation of the general education transfer framework including any issues associated with automatic certification by KCTCS and any issues associated with the acceptance of academic credits by the four-year public institutions.*
- Develop additional 2 + 2 "field of study" frameworks to enable KCTCS students to transition smoothly into high-transfer disciplines at four-year public institutions, as well as high-need fields in Kentucky.  
*Progress measured by the development of additional field of study frameworks.*
- Continue to implement the Course Applicability System (CAS), an online transfer planning system for students and advisors. Work with remaining institutions to adopt CAS or a CAS interface. Convene meetings of the KY CAS Implementation team to exchange information about any updates and changes within the system. Send at least one representative of each participating institution to the CAS Users Conference in June 2006. Explore the possibility of working with AcademyOne, an academic Web gateway that provides learning and career management services for individuals, institutions, and employers to enhance CAS' capability for students, advisors, and administrators.  
*Progress measured by development of a timeline for*

*CAS or CAS interface implementation at NKU, KSU, and UofL, as well as a timeline for KCTCS implementation of the course import interface, which allows KCTCS students to do transfer planning without having to enter all of their coursework manually into the system.*

- Further analyze the findings of the Community College Feedback Report and provide detailed data on the enrollment, academic success, and degree completion rates of transfer students. Complete a comparative analysis of the academic success of transfer students as compared to their native counterparts at the transfer institution and final grade data for transfer students and their native counterparts.  
*Progress measured by convening representatives from Kentucky's two and four-year institutions to discuss the findings of this report, identifying challenges and successes associated with transfer within both two and four-year institutions, and identifying strategies to promote the success of transfer students within Kentucky's four-year institutions.*
- Target potential transfer students as well as low-income P-12 and adult students in a college access campaign. Continue to update the transfer planning information Web pages on the CPE, GoHigherKy.org, and KYVU Web portals.  
*Progress measured by implementation of a process for managing the information and applications available to transfer students through GoHigherKy.org and an increase in the number of accounts established on GoHigherKy.org, as well as the number of applications for admission submitted online.*

#### **To increase the college-going rate of GED graduates, the Council will:**

- Continue to fund six regional transition pilots with the Kentucky Community and Technical College System, Morehead State University, Eastern Kentucky University, and Murray State University that increase the number of GED graduates transitioning to postsecondary education. Analysis of the results and identification of best practices are ongoing.  
*Progress measured by the development of replicable models statewide.*
- Produce draft content standards aligned with the American Diploma Project benchmarks, which were created by Education Trust and endorsed by the Kentucky statewide P-16 Council. Kentucky was one of 15 states selected to join the national Content Standards Consortia focusing on the development, alignment, and implementation of content standards for adult education programs.

*Measurements of progress will be determined once new content standards are implemented.*

- Continue to participate in the Kentucky Higher Education Assistance Authority's (KHEAA) GoHigherKy.org, an online resource to assist students from middle school through adulthood plan for postsecondary education.  
*Progress measured by continued partnership with KHEAA.*
- Via KYVU, continue to provide access to over 70 certificate and degree programs in its online catalog.  
*Progress measured by increased number of KYVU students earning credentials or participating in providers' collaborative online degree programs; increased number of new students taking academic degree courses; increased number of students from continuing education or professional development programs currently enrolled in academic programs via KYVU/KYVAE/KyEducators; and increased percent of academic degree courses offered each semester per online degree program.*
- Via KYVU, continue to support high-quality instructional design strategies that best meet the needs of students and maintain academic excellence.  
*Progress measured by increased number of Online Excellence Award winners and the number of KYVU faculty who win other "best practices" awards .*

### Question 3 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 3 of the Public Agenda.

#### **Eastern Kentucky University will:**

- Implement a comprehensive and systematic enrollment planning process to achieve CPE's guidelines and targets for enrollments and degrees awarded.  
*Progress measured by tracking process elements developed.*
- Develop a system that nurtures a transitional relationship to include articulation agreements, AP, and dual enrollment/credit between ECU and high schools and/or community colleges.  
*Progress measured by the number of articulation and dual credit agreements.*
- Explore the addition of new graduate and advanced

degree programs in such areas as educational leadership and justice and safety that will benefit the Commonwealth and serve demonstrated needs in underrepresented fields necessary to support regional stewardship, economic development, and the goals of HB1.

*Progress measured by tracking the number of meetings, relevant findings, and progress toward the addition of new programs.*

- Increase and enhance educational opportunities to address all underserved populations, such as traditional and nontraditional students in the service region, first-generation college students, minority students within and beyond the service region, and adult learners and traditional students who have barriers that limit their ability to come to the Richmond campus.  
*Progress measured by the number of programs and services developed and the number of students served.*
- Improve advising and guidance activities to encourage degree and certificate completion. Interventions will include a more intrusive advising approach (an action-oriented model to identify, involve, and motivate students who need help or are in a crisis) and an emphasis on retention.  
*Progress measured by the number of actionable ideas generated, number of approaches implemented, and improved retention rates.*

#### **Kentucky State University will:**

- Provide associate degree holders the opportunity to design a bachelor's degree that best meets their career objectives and facilitates the pursuit of advanced degrees.  
*Progress measured by the creation of a general studies completer degree.*
- Create other types of certificates (such as the Certified Public Manager) and degrees that fit the needs of today's student and job market. Collaborate with KCTCS to develop and promote new certificate- and diploma-level courses offered as community-based programs throughout the region.  
*Progress measured by increasing the number of certificates and degrees and the number of certificate- and diploma-level courses developed and promoted with KCTCS.*
- Develop alternative delivery formats.  
*Progress measured by increasing the number of evening, weekend, and online courses and increased participation in KSU programs and services.*

#### **Morehead State University will:**

- Increase the availability of high-demand degree programs to place- and time-bound citizens through delivery of academic instruction at the regional campuses and distance learning technology, including online programs.  
*Progress measured by increased number of alternative delivery options and increased enrollments in these programs and services.*
- Coordinate a campus-wide diversity initiative to recruit and retain minority faculty, staff, and students; expand marketing efforts in areas with concentrated minority populations; and increase the number of minority recruitment coordinators within the academic programs.  
*Progress measured by performance on the Kentucky State Plan objectives and increased minority enrollment, hiring, and retention.*
- To facilitate student transfer, partner with community and technical colleges to educate students on the transfer process, develop articulation agreements, and offer multiple baccalaureate degree programs via the Internet and on-site at Ashland Community and Technical College, Big Sandy Community and Technical College, Maysville Community and Technical College, and the University Center of the Mountains.  
*Progress measured by increased number of transfer students.*
- Increase the number of students who successfully complete a degree or certification through implementing a comprehensive enrollment management plan that includes effective strategies for recruitment, marketing, academic advising, retention, and career services. The plan will include strategies to improve recruitment of first-time freshmen and KCTCS transfers, retention and persistence rates, student satisfaction, and graduation rates.  
*Progress measured by increased graduation and retention rates.*

#### **Murray State University will:**

- Undertake a review of the University Studies Curriculum (general education) and engage in state initiatives designed to ease transfer articulation with KCTCS and between the Commonwealth's four-year institutions.  
*Progress measured by increased number of transfer students.*
- Develop and implement initiatives to encourage more minority and underrepresented students to enroll.  
*Progress measured by institutional performance on*

*the Kentucky State Plan objectives, increasing minority enrollment, and providing graduate assistantships to qualified students from underrepresented students.*

- Focus greater attention on diversity across campus programs to enhance awareness and sensitivity to diversity issues.  
*Progress measured by the creation of programs to highlight diversity issues across the campus, increased awareness of diversity issues in the curriculum and student affairs activities.*

#### **Northern Kentucky University will:**

- Develop, implement, and support programs that increase student retention, such as an early warning system for intervention with at-risk students and a peer mentoring program.  
*Progress measured by 350 students to be served by the early warning system and 15 mentors/tutors to serve 50 protégés during a pilot test for the peer mentoring program by spring 2006.*
- Create a new college to promote, support, expand, and strengthen technology-related degree and certificate programs at the graduate and undergraduate levels to meet the projected employment needs of the region and provide the necessary human capital to support employers' needs for knowledge workers.  
*Progress measured by the creation of a College of Informatics that will include the following departments: computer science, information systems, and communication; the initiation of a search for a permanent dean; and the development of policies and procedures for the operation of the new college.*
- Develop new graduate degree and certificate programs based on a systematic strategic planning process that integrates employment forecasts, regional employer needs, and NKU's current and developing capacity.  
*Progress measured the creation of two new graduate programs in community counseling and school counseling, and the development of a multi-year graduate strategic plan for the development and implementation of new graduate programs.*
- Reach out to new student markets, especially non-traditional students, by offering off-campus programs for those who cannot take advantage of campus-based programs.  
*Progress measured the implementation of a degree-granting program for nontraditional students; the addition of the program at the Covington campus; the enrollment of a minimum of 65 (unduplicated) students during the year; and the development of a collabora-*



*tive agreement with at least one corporate site to offer a degree-granting program to their employees beginning in fall 2006.*

- Reach out to new student markets by offering online programs for those who cannot take advantage of campus-based programs.  
*Progress measured by the development of courses for an online master's degree in education to be offered in FY 2006; the addition of an online education track for the teaching of gifted and talented students; and the development of online courses for NKU's general education program with the intent of offering the courses in FY 2006.*

#### **Western Kentucky University will:**

- Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both undergraduate and graduate, in-state and out-of-state, and international.  
*Progress measured by increased quality of incoming students as reflected by ACT scores and high school GPA; increased admission applications and enrollment of students in national Tuition Incentive Program (TIP).*
- Increase the number and variety of distance learning programs available to time- and place-bound learners using both campus-based and KYVU options.  
*Progress measured by increased number of enrollments in distance learning by 30 percent.*
- Increase undergraduate student retention and graduation rates in line with WKU's strategic plan through focused initiatives and shared accountability for success.  
*Progress measured increased retention rate of first-time, full-time freshmen to achieve CPE targets; increased six-year graduation rates to achieve CPE targets; and increased five-year graduation rate of KCTCS transfer students to achieve CPE targets.*

#### **University of Kentucky will:**

- Facilitate greater progress in improving both the quality and diversity of its student population, especially at the undergraduate level, including: (1) expanding the recruitment and admissions program; (2) studying the effectiveness of financial aid and scholarship programs with the goal of implementing needed improvements; and (3) conducting additional research to improve understanding of factors related to the recruitment, enrollment, and success of African Americans at the university.  
*Progress measured by increased ACT composite*

*scores and high school GPAs of first-year students; increased percent of total first-year students that are African American, other minorities, and international students; and evidence of a new admissions process that recognizes leadership and other characteristics related to academic success at UK.*

- Establish the Chellgren Center for Undergraduate Excellence to serve as the university's focal point both for innovation in premier undergraduate education and for dissemination of those innovations that hold the greatest promise for a wider student audience.  
*Progress measured by increased participation and success of highly qualified students in the programs; achievement of specific Chellgren Center goals related to External Scholarships, including five Rhodes Scholarship candidates, five Marshall Scholarship candidates, five Truman Scholarship candidates, and ten Fulbright Scholarship candidates.*
- Enhance and maintain the national prominence of graduate programs at the doctoral level and in cross-disciplinary areas such as public policy studies, nutritional and biomedical sciences, international studies, and public health.  
*Progress measured by increased number of academic programs recognized at a national level as a top-20 or top-quartile program using the methodology established for the strategic plan.*
- Develop high-quality graduate certificates in emerging areas such as health policy, nanotechnology, bioinformatics, clinical research skills, and rural community leadership.  
*Progress measured by increased number of new certificates developed and awarded in the emerging areas.*
- Offer innovative opportunities for earning undergraduate, graduate, and first-professional degrees through programs such as the MD-PhD, BS-MD, and BSN-PhD tracks. In fall 2005, UK began offering the MD-PhD program, with an enrollment of 16. Also in fall 2005, UK began offering the BS-MD program for the first time, with an initial enrollment of 10 students. The BS-MD Accelerated Course of Study is a special track developed for a small number of motivated, mature high school students who intend to pursue a career in medicine.  
*Progress measured by increased enrollment and program completion rates; and the addition of new joint programs.*

#### **University of Louisville will:**

- Improve retention and graduation rates by recruiting high-quality students and investing in academic support services and peer mentoring programs, including intensive tutorial support for mathematics, student success seminars to promote academic and co-curricular life skills, and other support programs that promote classroom success, develop life skills, and build student confidence.

*Progress measured by increased ACT composite scores of incoming freshmen; increased number of students served by REACH, the university's central academic support services unit for lower-division undergraduates; and improved graduation and retention rates through initiatives such as the Student Success-Engagement-Satisfaction (SES) initiative.*

- Increase investments in graduate assistantships and fellowships (both in terms of increasing the number of support lines available and enhancing the amount of support that can be offered to incoming graduate students), and streamline admissions processes to help increase the number of graduate students and doctoral graduates.

*Progress measured by increased number of graduate assistantship and fellowship awards; increased number and amount of diversity scholarships; increased number of African Americans receiving doctoral degrees; and the revision of the electronic admissions process for the Graduate School.*

- Participate in the funded Ph.D. Completion Project aimed at increasing graduation rates of doctoral students. The program measures retention and degree completion and provides for interventions from family support to completion grants to enhanced mentorship aimed at increasing graduation rates of doctoral students.

*Progress measured by increased number of doctoral degrees awarded and increased number of completion awards given to students.*

### **Kentucky Community and Technical College System will:**

- Create new and improved transfer opportunities for students through Career Pathways and related initiatives.

*Progress measured by the appointment of a Curriculum and Articulation Specialist to serve as a resource for Career Pathways programs, the analysis of transfer cohorts using information available through the National Student Clearinghouse, and increased number of articulation agreements with four-year institutions.*

- Expand student access through innovative, modular-

ized, flexible scheduling; educational technology-related services and resources, including additional AA/AS, AAS, and other programs through KYVU; and alternative, customizable, and efficient delivery of content.

*Progress measured by increased use of these resources, development of modularized curricula, and increased number of fractionalized credits awarded through its business and industry training programs.*

- Increase the number of underserved populations and GED graduates who earn degrees and certificates through expansion of existing successful models including Ready-to-Work, Work and Learn, distance learning, and Career Pathways and through other innovative collaborations with Kentucky Adult Education.

*Progress measured by increased participation in these initiatives.*

- Participate in the Ford Bridges to Opportunity/Lumina Achieving the Dream State Student Data Project.

*Progress measured by improved use of data in initiatives targeting low-income students; use of a set of measures common to the participating states to gauge progress; identification of policies that yield improved outcomes for low-income and underrepresented students; attendance at a January 2006 meeting of state-level participants in the State Student Data Project; and completed assessment of the NCHEMS' feasibility analysis of the project.*

### **Kentucky's nonprofit, independent colleges and universities will:**

- Produce more of the state's total bachelor's degree production in STEM areas. Independents produce: 23 percent of computer science, 34 percent of biology, 33 percent of math, 30 percent of chemistry, and 34 percent of physics.

*Progress measured by increased STEM degree production.*

- Expand selected traditional campus programs and alternative delivery models.

*Progress measured by increased enrollments.*

- Work with KCTCS on partnerships and transfer agreements.

*Progress measured by increased transfer agreements.*

- Improve graduation rates, which currently stand above the state average.

*Progress measured by increased graduation rates.*